English Language Arts Unit 2 | Practice Workbook

Day 1: Claims, evidence and limits

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

1. How many visits were recorded?

2. Does the count identify 48 unique visitors?

3. What comparison with earlier weeks is missing?

4. State the student’s broad claim.

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Day 1: Claims, evidence and limits

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

5. Why does the count not establish that every student prefers the room?

6. Write one claim directly supported by the record.

7. Name one additional kind of evidence about preferences.

8. Explain the difference between a visit and a unique visitor.

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Day 2: Sentence structure and emphasis

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

1. Identify the dependent clause: “Although the survey was brief, it included two questions.”

2. Identify the main clause in that sentence.

3. Correct: “The survey ended, the results were counted.”

4. Add punctuation: “When the data arrived we checked the total.”

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Day 2: Sentence structure and emphasis

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

5. Combine with although: “The sample was small. The team reported its limit.”

6. Does a dependent clause usually express a complete thought by itself?

7. Name one way to repair a comma splice.

8. Explain how clause placement can change emphasis without changing facts.

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Day 3: Quotation, paraphrase and attribution

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

1. How many seedlings sprouted within seven days in the fictional report?

2. Does the report state the total planted?

3. Does it state that no other seeds sprouted later?

4. Write a paraphrase that preserves the count and time.

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Day 3: Quotation, paraphrase and attribution

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

5. Why should a paraphrase identify its source?

6. What punctuation surrounds quoted words?

7. Is it acceptable to invent an author for this report?

8. Explain one difference between quoting and paraphrasing.

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Day 4: Counterclaims and fair reasoning

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

1. State the proposal.

2. State the concern.

3. Name a goal the speakers could share.

4. Give one measure of use.

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Day 4: Counterclaims and fair reasoning

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

5. Give one measure of cost.

6. What is a straw man?

7. Suggest a way to test the proposal.

8. Why should hypothetical results not be reported as observed facts?

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Day 5: Independent reading and writing assessment

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

1. How many visits did the log record?

2. Does the log identify unique people?

3. What days are covered by the log?

4. State the overbroad claim.

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Day 5: Independent reading and writing assessment

Read the matching student lesson first. Use the matching lesson for the fictional sources and explain your reasoning.

5. Write a supported claim.

6. Name one limitation of the log.

7. Correct the comma splice: “The log counted visits, it did not count people.”

8. Write four sentences explaining the evidence, the limitation, and one additional information source.